

16-Core
for "X"

192-UNC (sig)

RECEIVED APR 11, '13

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Communication	College/School	CLA
Prepared by	Peter DeCaro	Phone	474-6799
Email Contact	padecaro@alaska.edu	Faculty Contact	Peter DeCaro

1. ACTION DESIRED
(CHECK ONE): Trial Course ☐ New Course ☒

2. COURSE IDENTIFICATION: Dept COMM Course # 121X No. of Credits 3

Justify upper/lower division status & number of credits:

This is a lower division core course that satisfies the general education/core communication requirement. (Intended to be one of three options along with the current COMM F131X and COMM F141X).

3. PROPOSED COURSE TITLE: Introduction to Interpersonal Communication

4. To be CROSS LISTED? YES/NO NO If yes, Dept: Course #
(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO NO If yes, Dept. Course #

6. FREQUENCY OF OFFERING: Fall, Spring, Summer
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13) Fall 2013

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

Distance education

9. CONTACT HOURS PER WEEK: 3 LECTURE hours/weeks LAB hours /week PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

10. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

COMM F121X Introduction to Interpersonal Communication
3 credits

This course features the fundamental principles of effective oral communication, emphasizing interpersonal communication as well as public speaking. Through role playing, speeches, and evaluations of other speakers, students explore the complexities of communication in today's society. (3+0)

11. **COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.
H = Humanities ☐ S = Social Sciences ☐

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:	X	NO:	
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Note from proposer: course would carry an X and be listed as an option in the communication section of the core but will not have any of the below designations requiring additional forms.

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6	<input type="checkbox"/>	W = Writing Intensive, Format 7	<input type="checkbox"/>	Natural Science, Format 8	<input type="checkbox"/>
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12. **COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES ☐

NO ☒

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

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How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER: ☒

PASS/FAIL: ☐

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

none

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

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16. **PROPOSED COURSE FEES**

\$

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

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17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

no

Yes/No

If yes, give semester, year,
course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

The course will be offered on Blackboard. Minimal impact to faculty and TA's. The course will be rotated between faculty and TA's.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

X

January 2, 2013. Online Communication journals are available to students.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

none

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

The online course should have a positive impact on any program because it will help facilitate core course completion off-campus.


JUSTIFICATION FOR ACTION REQUESTED


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This is an online interpersonal communication course, it will full-fill the general education/core communication requirement (intended as a third option along with the current COMM F131X, 141X courses). This course completes the university's core online offerings. Course content and e-text have been fully vetted by Cengage (Wadsworth Publishing) and materials reflect and are compatible with the UAF and the Communication Department's Mission statement, goals, and objects.

APPROVALS: Add additional signature lines as needed.

Signature, Chair, Program/Department of:		Date <u>March 7, 2013</u>
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Signature, Chair, College/School Curriculum Council for:	Date
 CLA	3-20-2013

	Date	3/21/13
Signature, Dean, College/School of:	CIA	

_____ Date _____

Signature of Provost (if applicable)

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

_____ Date _____

Signature, Chair

Faculty Senate Review Committee: Curriculum Review GAAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date
Signature, Dean, College/School of:	

ATTACH COMPLETE SYLLABUS (as part of this application). Note: The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

3. Course readings/materials:

☐ Course textbook title, ☐ author, ☐ edition/publisher.
☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and
☐ any supplies required.

4. Course description:

☐ Content of the course and how it fits into the broader curriculum;
☐ Expected proficiencies required to undertake the course, if applicable.
☐ Inclusion of catalog description is *strongly* recommended, and
☐ Description in syllabus must be consistent with catalog course description.

5. ☐ Course Goals (general), and (see #6)

6. ☐ Student Learning Outcomes (more specific)

7. Instructional methods:

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and ☐ how they will be tabulated into grades (on a curve, absolute scores, etc.) ☐ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171:
<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

11. Support Services:

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

6/30/2011

Course Syllabus

COMMUNICATION 121X – Distance Delivered

University of Alaska Fairbanks

Fundamentals of Oral Communication – Interpersonal Context

Credit hours: 3

Instructor: TBA

Dept. of Communication Phone: (907) 474-6591

Office Hours: TBA

Content:

Course Materials

Course Description

Course Goals

Learning Outcomes

Grades

Course Policies

Course Materials

Required Texts:

- 1) Adler, R.B., Proctor, R.F. (2014). *Looking Out Looking In*, 14th ed. Boston: Wadsworth Cengage
- 2) *Communication 121X Supplementary Information Packet*, Edition 1

Course Description

COMM 121x Interpersonal Communication

3 credits (every semester)

Examines the communication process from an interpersonal, relational aspect, culminating with the delivery of informative speeches in a public context. It presents communication not as a collection of communication techniques we use *on* others, but as a process we engage in *with* them. Examines communication and identity, how we create and present who we are; how we feel and think, and how we behave and communicate in close relationships. Examines how to manage interpersonal conflicts. Students will develop oral communication skills and learn the fundamentals of developing and presenting informative speeches to a live audience. (Prerequisites: none) (3+0).

Pre-requisites

none

Course Goals

Students will recognize and demonstrate skills based on research-based instruction and discussion which acknowledges that effective human communication is a process which involves selecting, organizing, interpreting, and the sending of symbols in such a way as to help a listener elicit from his or her own mind a meaning similar to that intended by the communicator. Students will demonstrate the presentation of speeches to inform. Students will lead or participate in discussions reaching problem-solving or fact-finding

goals, and will respond to comments and questions from the audience while maintaining objectivity. Students will differentiate between and use the organizational criteria required to effectively fulfill the purpose of the individual speech assignments.

The UAF Core Curriculum competencies for student learning outcomes satisfied by completion of this course:

Multidimensional competency in written and oral communication: Writing & oral communication through public speaking, class discussion.

Quantitative Reasoning: analysis and scoring of the eight public speaking competencies and analysis and scoring of problem solving skills.

Critical thinking: interpersonal problem solving skills.

Professional behavior: planning and implementation of three professional style public presentations.

Computer/Information literacy: use of word processing program to complete writing assignments (speech outline and interpersonal journal). Development of effective library skills for research of speech topics.

An appreciation of cultural diversity and its implications for individual values.

A better understanding of one's own values, other value systems and relationships between value systems and life choices through understanding interpersonal processes.

Required Blackboard Applications

This course will be supplemented by the Blackboard online learning platform. You will be asked to take quizzes, exams, post journals, capture and stream live speeches and other work, and receive announcements on the Blackboard course website. You will also be able to Blackboard mail the instructor and each other and check your scores on the site, as soon as they are posted. You can gain access to Blackboard through any one of the computer labs on campus or on your home computer.

Course Objectives

1. The course will introduce students to the interpersonal communication process.
2. Students will learn aspects of nonverbal communication.
3. Students will be introduced to the influences that emotions has on feeling, thinking, and communicating.
4. Students will come to recognize and apply the various methods of communication in relationships.
5. Students will understand how theory connects to improving communication climates.
6. Students will learn to manage interpersonal conflict.
7. Students will learn the fundamentals of informative public speaking.

Student Learning Outcomes

1. Students will gain a knowledge of the interpersonal communication process.

2. Students will be able to perform effective nonverbal communication strategies and tactics.
3. Students will leave the class with basic structural and systemic understandings of how the communication process is used in bridging relational language barriers.
4. Students will come to appreciate and apply the various methods of conflict resolution in interpersonal settings.
5. Students will be able to connect theory to practice in informative public speaking.
6. Students will learn to assess an audience and provide an effective speech.

Participation in Blackboard

This class is offered online. Posting in Blackboard is required on the Discussion Board. You must post all assignments, quizzes, journals, exams, and speeches in Blackboard. Late postings will not be accepted. See schedule below.

Grading Criteria

Grades will be assessed based on the following criteria:

Grading Requirements

Informed, Meaningful, and Active Participation	100pts.	(10%)
Journal 10 @ 15pts	150pts.	(15%)
Quizzes 10 @ 10pts.	100pts	(10%)
Peer Feedback on Speeches 2 @ 50pts.	100pts	(10%)
Speech Analysis	50pts	(5%)
Transcription Assignment	50pts	(5%)
Final Comprehensive Exam	150pts	(15%)
Informative Speech #1 (diagnostic)	0pts	(0%)
Informative Speech #2	150pts	(15%)
Informative Speech #3	<u>150pts</u>	<u>(15%)</u>
	1,000pts	100pts.

Grade criteria: +/- grading system based on percentage of total points

A+ = 97-100

A = 93-96

A- = 90-92

B+ = 87-90

B = 83-86

B- = 80-82

C+ = 77-80

C = 73-76

C- = 70-72

D+ = 67-70

D = 63-66

D- = 60-62

F = 59 and below

Informed, Meaningful, and Active Participation

Each week you will be asked to participate in Blackboard Discussion Boards exercises. See schedule below. Discussion Board postings are graded based on the quality of the information you provide as well as the quality of your writing.

1. You must do the reading on time and have your books available when responding in Discussion Boards.
2. You must answer questions posted by the professor in the Discussion Boards.
3. You must summarize parts of the text when asked by the professor and present a summary to the class on the Discussion Boards.
4. You must interact with classmates via Discussion Boards posted threaded discussions as prescribed by the professor.

Journal

You will be asked to keep a journal on an ongoing interpersonal relationship in which you apply communication theories. The journal is designed for you to reflect on your attempts to improve a relationship with another individual of your choice. You will be required to make weekly entries detailing how you have successfully or unsuccessfully improved your relationship.

Quizzes

You will be asked to take 10 ONLINE multiple choice or true/false quizzes delivered on Blackboard.

Peer Feedback on Speeches

Speeches will be captured and presented ONLINE for peer feedback and grading. You will be required to view classmate speeches and make a written assessment of them which you will submit to the professor via Blackboard.

Speech Analysis

You will be asked to attend a live speech of your choosing. The analysis will evaluate the speakers' strategies, their success according to the genre of speech chosen, their performance on each of the eight competencies, and a summary of their strengths and weaknesses. Two type-written pages, submitted via Blackboard.

Transcription Assignment

Students will be asked to make a recording, video or audio, of an interpersonal interaction they engage in. The process of transcription transforms that recording into a written text, tracing the interaction turn-by-turn. Students will be asked to evaluate the transcription looking at key discourse features such as length of turn, control of topic, evidence of mirroring, indirect vs. direct speech patterns, and other noteworthy features. The transcription plus two-page analysis will be turned in via Blackboard.

Final Comprehensive Exam

You will be asked to take a final exam comprehensive ONLINE which may be a combination of multiple choice, true/false, and/or matching delivered on Blackboard.

Informative Speeches

You will create and present three Informative Speeches. The first Informative Speech is a non-graded diagnostic speech. The second and third Informative Speeches are graded. You will present these speeches in front of a live audience consisting of no less than twelve people. You will capture your speech with two cameras, one where you are the focus of the taping and the other showing the audience and their reactions to your speech. You can choose a venue such as “Toastmasters,” the “Lion’s Club,” or the “Chamber of Commerce” for your audience. ***It is the student’s responsibility to arrange the speaking occasion, audience, time, and capture of speeches. However, the instructor will be able to give the student more guidance as to how they can accomplish these things.*** You will be required to electronically submit your speeches through Blackboard to the professor for grading and peer review.

NOTE: Any student failing to submit his or her electronically recorded speech by the due date will be receive a grade of F for the course by the instructor.

Academic Dishonesty

The Department of Communication refers its students to the Student Handbook concerning plagiarism and other acts of academic dishonesty. The unacknowledged use of the ideas of others is a serious offense that can result in failure.

Each of the following constitutes plagiarism:

1. Turning in as your own a paper or part of a paper that anyone other than you wrote. This would include but not limited to work taken from another student, from a published author or from an Internet contributor.
2. Turning in a paper that includes unquoted and/or undocumented passages someone else wrote.
3. Including in a paper someone else’s original ideas, opinions, or research results without attribution.
4. Paraphrasing without attribution.
5. Turning the same paper in for credit in more than one class.

If it’s not your original idea, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources. Papers that are not entirely original (unlike creative writing) also require a references list at the conclusion of the paper, including all sources from class (as you didn’t create those, either).

Cheating in any form is also cause for failure. This policy is strictly enforced.

Tentative Course Schedule and Topical Outline – SUBJECT TO ANNOUNCED CHANGES

Unit 1 Introduction to Interpersonal Communication

Review of syllabus & Class Expectations. All undergraduates are encouraged to make use of the Writing Center. This is an important student service. For more information about the Writing Center's hours and policies, visit the Writing Center or call 907-474-5314.

Introduction to Course

Overview of the communication process

Interpersonal Journal explained

Reading Assignment: Chapter 1:

Unit 2 Ch. 1 A First Look At Interpersonal Communication (Sept. 9)

Quiz 1

Why We Communicate

The Process of Communication

Communication Principles and Misconceptions

Social Media and Interpersonal Communication

What Makes an Important Communicator?

Journal 1

Reading Assignment Chapter 2:

Unit 3 Ch. 2 Communication And Identity: Creating And Presenting The Self (Sept. 16)

Quiz 2

Communication and the Self

Presenting the Self; Communication as Identity Management

Self-Disclosure in Relationships

Alternatives to Self-Disclosure

Journal 2

Reading Assignment Chapter 3

Unit 4 Ch. 3 Perception: What You See Is What You Get (Sept. 23)

Quiz 3

The Perception Process

Influences on Perception

Common Tendencies in Perception

Perception Checking

Empathy, Cognitive Complexity, and Communication

Journal 3

Reading Assignment Chapter 4

Unit 5 Ch. 4 Emotions: Feeling, Thinking, And Communicating (Sept. 30)

Quiz 4

What Are Emotions?

Influences on Emotional Expression

Guidelines for Expressing Emotions

Managing Difficult Emotion

Journal 4

Reading Assignment Chapter 5

Unit 6 Ch. 5 Language: Barrier And Bridge (Oct. 7)

Quiz 5

Language is Symbolic

Understandings and Misunderstandings

The Impact of Language

Gender and Language

Culture and Language

Journal 5

Reading Assignment Chapter 6

Unit 7 Ch. 6 Nonverbal Communication: Messages Beyond Words (Oct. 14)

Quiz 6

Characteristics of Nonverbal Communication

Influences of Nonverbal Communication

Types of Nonverbal Communication

Journal 6

Reading Assignment Chapter 7

Unit 8 Ch. 7 Listening: More Than Meets The Ear (Oct. 21)

Quiz 7

Listening Defined

Elements in the Listening Process

The Challenge of Listening

Types of Listening Responses

Journal 7

Reading Assignment Chapter 8

Unit 9 Ch. 8 Communication And Relational Dynamics (Oct. 28)

Quiz 8

Why We Form Relationships

Models of Relational Dynamics

Characteristics of Relationships

Communicating About Relationships

Journal 8

Reading Assignment Chapter 9

Unit 10 Ch. 9 Interpersonal Communication In Close Relationships (Nov. 4)

Quiz 9

Intimacy in Close Relationships

Communication in Families

Communication in Friendships

Communication in Romantic Relationships

Improving Close Relationships
Journal 9
Reading Assignment Chapter 10

Unit 11 Ch. 10 Improving Communication Climates (Nov. 11)

Quiz 10
Communication Climate and Confirming Messages
Defensiveness: Causes and Remedies
Saving Face
Journal 10
Reading Assignment Chapter 11

Unit 12 Ch. 11 Managing Interpersonal Conflicts (Nov. 18)

The Nature of Conflict
Conflict Styles
Conflict in Relational Systems
Variables in Conflict Styles
Constructive Conflict Skills
Reading Assignment Informative Speaking

Unit 13 Informative Public Speaking (Nov. 25)

Informative Speech 1 Diagnostic

Unit 14 Informative Public Speaking (Dec. 2)

Informative Speech 2
Peer feedback

Unit 15 Informative Public Speaking (Dec. 9)

Informative Speech 3
Peer feedback

Comprehensive Exam (TBA)

Students with Disabilities – Please note Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations. The staff of Disability Services works with faculty and students in arranging appropriate services in the classroom. Questions should be directed to the Director of Disability Services at (907)-474-5655. <http://www.uaf.edu/disability/>